

Alaskan subsistence whale hunt, I believe expenditures for the hunt should be treated as charitable donations under section 170 of the Internal Revenue Code. I ask my fellow Members to join with me in clarifying the Federal Tax Code to make this a reality for these Native whaling captains.

RECOGNITION OF ORLANDO
YARBOROUGH AND GROUP

HON. ROBERT L. EHRLICH, JR.

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 27, 1995

Mr. EHRLICH. Mr. Speaker, I rise today to publicly recognize an outstanding group of people in my district. Because of the great number of outstanding citizens in the Second District of Maryland, I am hesitant to single out one particular example. This group, however, has been selected for a great honor on behalf of the United States, and should be so recognized.

Mr. Orlando Yarbrough works with at-risk youngsters in the Essex-Middle River area of Baltimore County. This area is a very strong, working class area that has been slow to recover from the most recent recession. Therefore, opportunities for young people to get involved in programs that give them self-esteem and a sense of accomplishment are critical.

Mr. Yarbrough developed an after school personal power package for kids. Participants sign a contract to improve their bodies as well as their minds in activities done at the Body Mechanics Family Fitness Center. The program encompasses academic and physical exercises, community service, and a discussion of personal improvement. The contract also specifies that participants will not smoke, fight, use profane language, nor use drugs or alcohol.

The program has the enthusiastic support and financial backing of many local business and community groups, as well as prominent members of the community at large.

Mr. Speaker, recently Mr. Yarbrough's group was selected to attend ceremonies commemorating the 1,500th anniversary of the founding of the Shaolin Temple in mainland China. The selection was based on the program's emphasis on discipline, perseverance, and character development. They are the only U.S. citizens to be invited to this very historic event. While in China, the team will be training, performing demonstrations, speaking at local schools, and generally acting as good will ambassadors of the United States. They will be introducing American ideas and culture to their hosts as well as bringing some of China's rich culture and heritage back to share with their friends and families.

This, Mr. Speaker, is what I want America to stand for: kids who take the responsibility to constructively improve themselves and their communities without turning to the evils of substance abuse or crime. Similarly, we should honor adults like Mr. Yarbrough who care enough about their communities and their kids to put forth the effort in making programs like this work.

Mr. Speaker, I could not be more proud of Mr. Yarbrough and his kids. They are our future. And I want to recognize Mr. Yarbrough and everyone else connected with this noble

endeavor. The sacrifices made by the community on behalf of each child will pay many dividends in the form of productive, well-rounded citizens.

AMERICAN CHILDREN DESERVE
EDUCATIONAL CHOICE

HON. THOMAS J. BLILEY, JR.

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 27, 1995

Mr. BLILEY. Mr. Speaker, I commend to the attention of Members the following article by Walter Williams which appeared in the June 23, 1995, Richmond Times Dispatch. I believe Mr. Williams' remarks paint an honest portrait of the debate surrounding the critical need for school choice.

[From the Richmond Times Dispatch, June 23, 1995]

BLACK VICTIMS OF LIBERALS WANT CHOICE IN
EDUCATION

(By Walter Williams)

The nation's capital provides one of the best examples of the destructiveness of liberal ideas. Washington used to be a thriving city where free persons of color and freed slaves established flourishing family businesses. As early as 1899, the black students of Washington's Paul Lawrence Dunbar High School scored higher than any of the white schools in the District of Columbia. From 1870 to 1955, most Dunbar graduates went to colleges like Oberlin, Harvard, Amherst, Williams, and Wesleyan. Washington was home to a broad, upwardly mobile black middle class.

All that has changed. According to Philip Murphy's article in Policy Review, Washington has "the highest per-capita murder and violent-crime rates, the highest percentage of residents on public assistance, the highest-paid school board, the lowest SAT scores, the most single-parent families, and the most lawyers per capita."

People are fleeing Washington in droves. During the second half of the 1980s alone, over 157,000—one-fifth of Washington's population—moved. This exodus disproportionately consisted of black households earning between \$30,000 and \$50,000 a year. Today, Washington's population is 578,000, down from a peak of 800,000.

To blame racism for Washington's emergence into a bankrupted Third-World-type city requires a lot of imagination. Washington is a city where the mayor is black, the chief of police is black, the school superintendent is black, and most of the city council is black. Can we blame poor revenue sources? According to Murphy, the city takes in an astonishing \$8,950 in revenue for every man, woman, and child in its jurisdiction. That's to be compared to \$4,000 and \$3,700 in nearby Maryland and Virginia, respectively. Nonetheless, the city is in receivership. Its bonds have achieved junk status because it manages to spend \$1,000 more per person than it receives in revenue.

Washington's story can be told in varying degrees in other predominantly black cities. The story is a monument to the failure of the liberal ideas of Democrats, black politicians, and civil-rights organizations. Liberals have convinced blacks that we deal with crime not by arresting and locking up criminals but by searching for crime's original causes. This theory gives criminals carte blanche to prey on law-abiding citizens. Liberals have convinced blacks that we deal with education fraud by spending more

money to create programs that fall just short of lunacy. Liberals don't expose their children to this nonsense—they enroll their children in private schools.

Victims of the liberals are mostly poor, black people who have few options—such as Sheila Stamps, a widowed mother of five living in a housing project. She complains, "You can't let the children out by themselves, and the playground is littered with intravenous needles." Like most black parents, Ms. Stamps wants school choice, saying: "Any child in this city should be able to go to the best schools. If they meet the criteria, let them go." But her liberal "benefactors" say no.

When black Americans finally come to the full realization of what liberals have done to them, it's going to make last November's political revolution look like a Girl Scout outing.

JUNIOR HIGH STUDENTS HAVE
LUNCH WITH THEIR REPRESENTATIVE

HON. HENRY J. HYDE

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 27, 1995

Mr. HYDE. Mr. Speaker, those who believe that youth are not interested in public affairs have not met the eighth grade class at Churchville Junior High in Elmhurst, IL. In a contest, sponsored by the school's social studies department, the students were asked to write an essay entitled, "Why I would like to have lunch with Representative Hyde." The students used the opportunity to voice opinions on a wide range of issues. Many also expressed interest in running for public office and making positive contributions to government in the future. I would like to share with my colleagues the six winning essays, I and am happy to report that we had lunch and discussed some of the students' concerns and questions about political office.

HENRY HYDE

(By Gwen Infusino)

I wish to have lunch with the prominent politician, Henry Hyde. I would very much enjoy expressing my political opinions. I would enjoy meeting him because I want to know about the life of a politician. Also, I am interested in the way government works.

I would very much enjoy expressing my political opinions. I'm concerned about society, environment, and many other issues. I'm happy to imagine that I just might make a difference. I'm sure Mr. Hyde is open to all kinds of opinions and suggestions.

I would enjoy meeting him because I want to know about the life of a politician. At this point in time, many people my age are making career decisions. These will affect us for the rest of our lives. If I find a politician's life appealing, I might choose to get into that field.

I am interested in the way government works. America is where I live, and so will all of our children. I want to learn a bit about our system so I know how it works and how safe it makes it for us all. I feel knowing about our political and judicial system is a must for us all.

In conclusion, I would like to meet Henry Hyde for three prominent reasons. I want to know about the life of a politician. I am interested in expressing my political opinions. I want to ask him about our government and the way it works.